

**THE CORRELATION BETWEEN READING MOTIVATION AND
READING COMPREHENSION OF THE SECOND YEAR
STUDENTS OF ISLAMIC SENIOR HIGH SCHOOL
AL MUSLIMUN BANDAR SEIKIJANG
DISTRICT PELALAWAN
REGENCY**



By

**RICHA YUSVIDASANTY
NIM. 10614003442**

**FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1433 H/2012 M**

**THE CORRELATION BETWEEN READING MOTIVATION AND
READING COMPREHENSION OF THE SECOND YEAR
STUDENTS OF ISLAMIC SENIOR HIGH SCHOOL
AL MUSLIMUN BANDAR SEIKIJANG
DISTRICT PELALAWAN
REGENCY**

Thesis

Submitted to fulfill one of the Requirements
for Bachelor Degree in English Education
(S.Pd.)



By

RICHA YUSVIDASANTY

NIM. 10614003442

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1433 H/2012 M**

ABSTRACT

Richa Yusvidasanty (2012): The Correlation between Reading Motivation and Reading Comprehension of the Second Year Students of Islamic Senior High School Al Muslimun Bandar Seikijang District Pelalawan Regency.

The writer interested in carrying out this research because the students were enthusiastic to study reading material, but whenever the teacher give the test, they were still difficult to answer the question correctly. There are two variables which are used in this research. The first is variable x (students' reading motivation) and the second is variable y (students' comprehension). The second year students of Islamic Senior High School Al Muslimun were the subject of this research and the object was the correlation between students' reading motivation and their reading comprehension. The data for this research had been collected for seven months by two classes, male class and female class, of the second year of Islamic Senior High School Al Muslimun. The total number of population was 33 students, 18 of male class and 15 of female class. The writer took all of the population to be the sample of this research. In collecting the data, the writer used questionnaire and test. Questionnaire was used to measured the students' reading motivation, and test was used to measure the students' reading comprehension. To analyze the data, the writer used Product Moment Correlation formula, as follows:

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{[N \sum x^2 - (\sum x)^2][N \sum y^2 - (\sum y)^2]}}$$

Based on the writer's findings, the students' reading motivation was in medium level, it was based on the result of the questionnaire. The students' reading comprehension was in poor level, it was based on the result of the test given. The data analysis saw that r_{xy} (0,716) was higher than r_{table} , whether in 5% (0,349) and 1% (0,449). Based on the score $0,349 < 0,716 > 0,449$, it can be concluded that the first hypothesis (H_a) is accepted by the conclusion that there is a significant correlation between students' reading motivation and their reading comprehension at the second year of Islamic Senior High School Al Muslimun Bandar Seikijang District Pelalawan Regency.

الملخص

ريكا يوسفداستنى (2012): "إرتباط بين دوافع والفهم في القراءة للتلاميذ فصل الثاني بالمدرسة العالية المسلمون الاسلامي العمدة بندار سيكيجاغ ,منطقة بلالوان".

يستعمل هنا المتغيران في هذا البحث ,الأول هو المتغير × (دوافع قراءة التلاميذ) و الثاني المتغير y (فهم التلاميذ في القراءة) التلاميذ فصل الثاني بالمدرسة العالية المسلمون الاسلامي, تكون من ميدان البحث ,أما فرد بحثه الإرتباط بين دوافع قراءة التلاميذ و فهمهم في القراءة ,الحاصل من هذا البحث قد إجتمع بمدة سبعة أشهر من فصل الثاني من مدرسة العالية المسلمون تتكون من فصلين التلاميذ و التلميذات و جماعة ميدان البحث تتكون من ثلاثين تلميذا ثمانية عشر من الذكور وخمسة عشر من الإناث.فاخذة الكاتبة جميع التلاميذ ليكون مثلاً في هذا البحث.و في جماعة البيانات بطريقة الإستفتاء والإختبار.الإستفتاء مستعمل لقياس دوافع التلاميذ في القراءة ,والإختبار يقوم بقياس فهم التلاميذ في القراءة,أما تحليل البيانات إستعمل الكاتبة الرمز (Korelasi Produk Momen) كما يلي:

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{[N \sum x^2 - (\sum x)^2][N \sum y^2 - (\sum y)^2]}}$$

بالنسبة إلي ما وجدة به الكاتبة أن دوافع التلاميذ في القراءة في درجة المتوسطة و هذا إستناد إلي الحاصل من الإستفتاء,أما فهم التلاميذ في القراءة في درجة الضعيفة وهذا إستناداً إلي الإختبار. إستنباط من تحليل البيانات هو r_{xy} (0.716) أكبر من r_{table} في درجة مغزي 5% (0.349) و 1% (0.449) إستناد إلي النتيجة $0.349 < 0.716 < 0.449$ فوجد الإستنباط أن الفرضية الأولى (Ha) مقبول بأن يستنبط أن فيه إرتباط قوي بين دوافع قراءة التلاميذ وفهمهم في القراءة للتلاميذ فصل الثاني بالمدرسة العالية المسلمون العمدة بندار سيكيجاغ منطقة بلالوان

ABSTRAK

Richa Yusvidasanty (2012): Hubungan Antara Motivasi Membaca dan Pemahaman dalam Membaca pada Siswa Kelas Dua Madrasah Aliyah Al Muslimun Kecamatan Bandar Seikijang Kabupaten Pelalawan.

Penulis tertarik untuk menyelesaikan penelitian ini karena siswa di sekolah ini sangat antusias untuk pelajaran membaca, tetapi ketika guru memberikan tes, mereka masih kesulitan untuk menjawab pertanyaan dengan benar. Ada dua variabel yang digunakan didalam penelitian ini. Pertama adalah variabel X (motivasi membaca siswa) dan yang kedua adalah variabel Y (Pemahaman siswa dalam membaca). Siswa kelas dua Madrasah Aliyah Al Muslimun merupakan subjek dari penelitian ini dan objeknya adalah hubungan antara motivasi membaca siswa dan pemahaman mereka dalam membaca. Data untuk penelitian ini telah dikumpulkan selama tujuh bulan dari siswa kelas dua Madrasah Aliyah Al Muslimun sebanyak dua kelas, kelas laki-laki dan kelas perempuan. Total populasinya adalah 33 siswa, 18 siswa laki-laki dan 15 siswa perempuan. Penulis mengambil semua populasi untuk menjadi sampel dalam penelitian ini. Dalam mengumpulkan data, penulis menggunakan kuisioner dan tes. Kuisioner digunakan untuk mengukur motivasi membaca siswa dan tes digunakan untuk mengukur pemahaman siswa dalam membaca. Untuk menganalisa data, penulis menggunakan rumus Korelasi Produk Momen, seperti berikut:

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{[N \sum x^2 - (\sum x)^2][N \sum y^2 - (\sum y)^2]}}$$

Berdasarkan temuan penulis, motivasi membaca siswa berada dalam tingkat menengah, ini berdasarkan hasil dari kuisioner. Sedangkan pemahaman siswa dalam membaca berada dalam tingkat lemah, ini berdasarkan hasil dari tes yang telah diberikan. Kesimpulan analisa data yaitu r_{xy} (0.716) lebih besar dari r_{table} , pada taraf signifikan 5% (0.349) dan 1% (0.449). Berdasarkan pada nilai $0.349 < 0.716 > 0.449$, dapat disimpulkan bahwa hipotesis yang pertama (H_a) diterima dengan kesimpulan bahwa ada korelasi yang signifikan antara motivasi membaca siswa dan pemahaman mereka dalam membaca pada siswa kelas dua Madrasah Aliyah Al Muslimun Kecamatan Bandar Seikijang Kabupaten Pelalawan.

LIST OF CONTENT

SUPERVISOR APPROVAL	i
EXAMINER APPROVAL	ii
ACKNOWLEDGEMENT	iii
ABSTRACT	iv
LIST OF CONTENT.....	v
LIST OF TABLE.....	vi
 CHAPTER I INTRODUCTION	
A. The Background of the Problem	1
B. The Definition of the Term	4
C. The Problem of the Research	6
D. The Objective and Significance of the Research	7
 CHAPTER II REVIEW OF THE RELATED LITERATUR	
A. The Theoretical Framework.....	9
B. The Relevant Research	23
C. The Operasional Concept	24
D. The Assumption and Hypothesis	25
 CHAPTER III RESEARCH METHODOLOGY	
A. The Design of the Research	27
B. The Location and Time of the Research	27
C. The Subject and Object of the Research	27
D. The Population and Sample of the Research	28
E. The Techniques of Collecting the Data	28
F. The Techniques of Data Analysis	31
 CHAPTER IV THE DATA PRESENTATION AND ANALISYS	
A. The Data Presentation	34
B. The Data Analysis	51
 CHAPTER V CONCLUSION AND SUGGESTION	
A. Conclusion	59
B. Suggestion	60
 BIBLIOGRAPHY	
APPENDIX	

LIST OF TABLE

Table 3. 1	The Categories of the Students' Reading Motivation
Table 3. 2	The Categories of the Students' Reading Comprehension
Table 3. 3	Interpretations of the Correlation Coefficients
Table 4. 1	The students like being the only one who knows an answer on they read
Table 4. 2	The students like be the best at reading
Table 4. 3	The students read more whenever the teacher discusses something interesting
Table 4. 4	The students like to collecting English books
Table 4. 5	The students like to read about new things
Table 4. 6	The students read the stories about fantasy and believe it
Table 4. 7	The students have favourite subjects that they like to read
Table 4. 8	The students like mysteries story
Table 4. 9	The students like the stories with interesting characters
Table 4. 10	The students read about their hobbies to learn more about them
Table 4.11	The students feel important to do their reading work carefully
Table 4. 12	The students look up the words whenever they do not know
Table 4. 13	The students sometimes lose track of time whenever their reading topic is interesting
Table 4. 14	The students like to conceiving in their mind whenever they read
Table 4. 15	The students do not care how hard to read if the book is interesting
Table 4. 16	The students try to get more right answers than their friends
Table 4. 17	The students need their parents to do their reading homework
Table 4. 18	The students like to finish their reading before other students
Table 4. 19	The students feel like to make friends with people in good books
Table 4. 20	The students will work hard to read better than their friends
Table 4. 21	The students read because they have to
Table 4. 22	The students read things that are not assigned
Table 4. 23	The students like the question in the books that make they think

Table 4. 24	The students feel finishing every reading assignments is very important to them
Table 4. 25	The students always try to finish their reading on time
Table 4. 26	The recapitulation of the students' reading motivation data
Table 4. 27	The recapitulation of the students' reading motivation scores and the category
Table 4. 28	The students' reading comprehension scores and the category
Table 4. 29	The recapitulation of the students' reading motivation and their reading comprehension scores and the category
Table 4. 30	The category of the students' reading motivation
Table 4. 31	The recapitulation of the students' reading motivation data
Table 4. 32	The rate of the students' reading motivation
Table 4. 33	The category of the students' reading comprehension
Table 4. 34	The students' reading comprehension score and the category
Table 4. 35	The percentage of the students' reading comprehension
Table 4. 36	The correlation between the students' reading motivation and their reading comprehension

CHAPTER 1

INTRODUCTION

A. Background of the Problem

Reading is one of the tools in getting information. It is very important, especially in grasping information presented in the Qur'an, newspaper, magazines, book, encyclopedia, etc. Reading is to discover the contents or meaning of something, to interpret in a particular way¹. It is also the sub skills including predicting content, understanding the main idea, and interpreting the text². It means that reading is the activity to found the content or meaning from the text and to know the information by predicting the content and also understanding what does the text mean.

In the same view, reading is a process communication between a writer and a reader³. The writer conveys his/her messages from their writing and a reader will understand what they are read. To make readers understand the text, they are not only to read, but also need to comprehend the text. In addition, reading is also an interactive process that goes on between the reader and the text, resulting in comprehension. The purpose for reading also determines the appropriate approach to reading comprehension⁴. From the statement above, we know that reading is a

¹ A. S. Hornby (et. al.), *An English Reader's Dictionary*, Jakarta: Pustaka Ilmu, 1984, p. 967.

² Kathleen Graves, *Designing Language Course: A Guide for Teachers*, Canada: Thimson Heinle, 2000, p. 48.

³ Beatrice S. Mikulecky and Linda Jeffrie, *Basic Reading Power*, New York: Addison Wesley Longman, 1992, p. 3.

⁴ Kalayo Hasibuan and M. Fauzan Ansyari, *Teaching English as a Foreign Language (TEFL)*, Pekanbaru: Alaf Riau Graha UNRI Press, 2007, p. 114-115.

communication process between a writer and a reader also a reader and the text with the purpose to comprehend the text. By reading and comprehend the text, we can get the information or messages from the writer and know what they are mean.

Regarding the idea above, to comprehend the text, it also needs motivation to read. The students' motivation is a key factor in successful reading⁵. The students' motivation is also another factor that impacts successful reading comprehension⁶. It means that the students' motivation is the important thing in successful reading and also to understand the text. Without motivation, the students cannot improve their reading comprehension. In addition, the reader's background knowledge and motivation are further factors in comprehension. Motivation and interest influence comprehension, both directly and indirectly⁷. It means that the students' reading motivation would be influence the students' reading comprehension.

Based on the writer observation in Islamic Senior High School Al Muslimun, English becomes one of important lessons. It is proved from their school's motivation in learning English, once on two day English is used as the obliged language. Thus, who do not obey this rule, they will get a punishment. In this school, English is taught by integrated all of language skills; they are listening, speaking, reading and writing. Especially for reading skill, the goal of

⁵ Linda Gambrell and Barbara Marinak, "Reading Motivation: What the Research Says?", 2009, <http://www.readingrockets.org/article/29624>, [18/05/2010].

⁶ Day and Bamford, "Extensive Reading in the Second Language Classroom", on Eljana Lili (et. al.), *Implication about L2 Reading and Motivation*, New York University.

⁷ Scott G. Paris and Steven A. Stahl, *Children's Reading Comprehension and Assessment*, New Jersey: Lawrence Erlbaum Associates Publisher, 2005, p. 84.

learning reading for the second year students is “The students are able to understand short functional text and essay in the form of narrative, spoof and hortatory exposition in daily life to access knowledge”, with the indicator that students are able to comprehend the text and get the information, identifying various text meaning, identifying communicative target of the text and identifying various information in functional text⁸.

In this school, reading material is always taught based on the indicator above with the RPP procedur. The teacher often took the students to study at the library and gave some story books, like fable, history, narrative, etc. After reading the book, the teacher gave the questions to know how far the students able to comprehend the text are. After that, the teacher took the value. The students were enthusiastic to study this lesson. Some of the students read more whenever the teacher discussed something interesting. They liked to finish their reading before other students and always tried to finish their reading on time. They also looked up the words whenever they did not know.

Actually, whenever the teacher gave the reading comprehension question, some of the students were still difficult to answer the question correctly and the result was still unsuitable with the goal from the curriculum. It can be seen in the following indicators:

1. Some of the students still got the average of fifty grade.
2. From all of the students, only few of the students answered correctly the test.
3. Some of the students were still less to identify the information on the text.

⁸ Curriculum of English KTSP, 2006, p. 4-9.

Based on the explanation and the indication above, the writer is interested in carrying out a research entitled: **The Correlation Between Reading Motivation and Reading Comprehension of the Second Year Students of Islamic Senior High School Al Muslimun Seikijang District Pelalawan Regency.**

B. Definition of the Terms

To avoid misunderstanding and misinterpretation, it is necessary to explain any terms used in this research. The terms are as follows:

1. Correlation

Correlation is a measure of the relatedness of two variables⁹ and how one thing affects another¹⁰. It is needed to know whether there exists any relationship between the different abilities of the individual or they are independent of each other¹¹. It is also to investigate the nature and strength of functional relationships among the variables of interest¹², and to understand relationship among characteristics of people or either entities¹³. In this research, correlation refers to determine the relationship between the students' reading motivation and their reading comprehension.

⁹ Grant Henning, *Language Testing*, Los Angeles: Newbury House Publisher, 1987, p. 69.

¹⁰ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, Jakarta: PT. Rineka Cipta, 2006, p. 270.

¹¹ Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, New Delhi: New Age International (P) Ltd Publisher, 2006, p. 304.

¹² James Dean Brown, *Understanding Research in Second Language Learning*, Cambridge: Cambridge University Press, 1988, p. 126.

¹³ Donna M. Johnson, *Approaches to Research in Second Language Learning: New York: Longman*, p. 49.

2. Reading Motivation

Reading motivation is the motivational drive to read, an area of interest in the field of education. It processes to put more effort on reading activities¹⁴. So, it means that reading motivation is strong desire to read. From the explanation above, there are consist of two word:

a. Reading

The term refers to the activity to get information from the visual symbol¹⁵, including predicting content, understanding the main idea, interpreting the text¹⁶ and to discover the contents or meaning of something, and interpret in a particular way¹⁷. Reading according to the writer is the activity to find the information, knowledge or messages with understanding the meaning from the text.

b. Motivation

Motivation is what drives learners to achieve a goal, and is a key factor determining success or failure in language learning¹⁸. Meaning that motivation is the way to support the students to achieve their goal in language learning.

3. Reading comprehension

Reading comprehension is the process to understanding speech or writing¹⁹, it also can be define as an ability to understand the meaning or importance of something. Reading comprehension is a critical component of any national

¹⁴ "Reading Motivation", *Wikipedia*, <http://en.wikipedia.org/wiki/Reading-motivation>, [18/05/2010].

¹⁵ Christine Nuttal, *Teaching Reading Skills in a Foreign Language*, London: Heinemann Education Books, 1982, p. 6.

¹⁶ Kathleen Graves, loc. cit.

¹⁷ A. S. Hornby, loc. cit.

¹⁸ Scott Thornbury, *An A-Z of ELT: A Dictionary of Terms and Concepts Used in English Language Teaching*, Great Britain: Macmillan Publisher, 2006, p. 137.

¹⁹ *ibid.*, p. 41.

research effort aimed at improving our understandings²⁰. It is defined as the level of understanding of a writing²¹. It is an process whereby a message intended by the writer is recognized by the reader againsts the background of information already stored in the reader's memory²². Meaning that reading comprehension is the understanding completely and detail about the material of study, understand what the text is talking about.

C. Problem of the Research

1. Identification of the Problem

Based on the problems explained, some of the students in Islamic Senior High School Al Muslimun Seikijang District Pelalawan Regency still have problems that can be identified as follows:

- a. Why do the students still get the average of fifty grade?
- b. What makes only few of the students answered the test by correctly?
- c. Why do the students still less to identify the information in functional text?

2. Limitation of the Problem

By considering the problems, the writer only limits the problem to the correlation between reading motivation and reading comprehension of the second year students of Islamic Senior High School Al Muslimun Seikijang District Pelalawan Regency.

²⁰ Scott G. Paris and Steven A. Stahl, op. cit., p. 3.

²¹ “ Reading Motivation”, *Wikipedia*, <http://en.wikipedia.org/wiki/Reading-comprehension>, [18/05/2010].

²² Anita Wenden (et. al.), *Learner Strategies in Language Learning*, Cambridge: Cambridge University Press, 1987, p. 50.

3. Formulation of the Problem

Based on the limitation of the problem above, the writer wants to formulate the problems as follows:

- a. How is reading motivation of the second year students of Islamic Senior High School Al Muslimun Seikijang District Pelalawan Regency?
- b. How is reading comprehension of the second year students of Islamic Senior High School Al Muslimun Seikijang District Pelalawan Regency?
- c. Is there any significance correlation between reading motivation and reading comprehension of the second year students of Islamic Senior High School Al Muslimun Seikijang District Pelalawan Regency?

D. Objective and Significance of the Research

1. The Objective of the Research

The objectives of the research can be formulated as follows:

- a. To find out the second year students' reading motivation.
- b. To find out the second year students' reading comprehension.
- c. To investigate the correlation between reading motivation and reading comprehension of the second year students of Islamic Senior High School Al Muslimun Seikijang District Pelalawan Regency.

2. The Significance of the Research

The significances or the needs of this research hopefully meet its need as follows:

- a. To enlarge and expand the writer's knowledge, especially in conducting a research.
- b. To give information to the students about the important of comprehension the text.
- c. To add references, for those who want to infestigate the same problem.
- d. To complete the writer's tasks in fulfilling her partial of the requirements for the Bachelor degree in Department of English Education at Faculty of Education and Teacher Training State Islamic University of Sultan Syarif Kasim Riau.

CHAPTER II

REVIEW OF THE RELATED LITERATUR

A. Theoretical Framework

1. The Concept of Reading

Reading is one of the tools in getting information. It is very important, especially in grasping information presented in the Qur'an, newspaper, magazines, books, encyclopedia, etc. Reading is to discover the contents or meaning of something, to interpret in a particular way¹. It is also the sub skills including predicting content, understanding the main idea, and interpreting the text². It means that reading is the activity to found the content or meaning from the text and to know the information by predicting the content and also understanding what does the text mean. Reading is also an active, even interactive process³. It means that reading is active work and influence to improve the knowledge from reading activity.

Reading is an interactive process which transfer meaning from the writer to the reader. It is an attempt to make a meaning from what an author has written. It perceiving a written text in order to understand the context and the result of the understanding activity is called as reading comprehension. The aim is to get

¹ A. S. Hornby (et. al.), *An English Reader's Dictionary*, Jakarta: Pustaka Ilmu, 1984, p. 967.

² Kathleen Graves, *Designing Language Course: A Guide for Teachers*, Canada: Thimson Heinle, 2000, p. 48.

³ Scott Thornbury, *An A-Z of ELT: A Dictionary of Terms and Concept Used in English Language Teaching*, Great Britain: Macmillan Publisher, 2006, p. 190.

meaning of written language and also to get information from the visual symbol⁴. It is also defined as a thinking process which requires a response from the reader, may it be through making generalizations, drawing new inferences and planning succeeding steps based on what was read. The act of reading is a process which involves steps to achieve and reinforce understanding, namely; word perception, comprehension, reaction and integration⁵.

There are two purposes for reading, reading for information (such as when consulting a directory), and reading for pleasure (such as when reading a novel)⁶. In the same view, reading is a source of learning and a source of enjoyment⁷. Reading for information, it will give some information and knowledge to the reader from the text. For reading as a pleasure, it shows to us whenever reading is usefull in enjoyable and having fun. From the statement above, it can be concluded that reading is to understand the text and to get the information, knowledge, message or meaning from the text. They also can get the ideas of what they are read and new information to access knowledge.

There are types of reading⁸:

- a. Perceptive reading, the tasks involve attending to the components of larger stretches of discourse: letters, words, punctuation, and other graphemic

⁴ Christine Nuttal, *Teaching Reading Skills in a Foreign Language*, London: Heinemann Education Books, 1982, p. 6.

⁵ Ralph Blay (et. al.), "The Relationship between Motivation and Second Language Reading Comprehension among Fourth Grade Filipino Students", Vol. 2, *The Philippine ESL Journal the Beginning of Knowledge*, 2009, p. 5.

⁶ Scott Tornbury, op. cit., p. 190-191.

⁷ Fanshao Meng, *Developing Students' Reading Ability through Extensive Reading*, II:2, 2009, p. 132.

⁸ H. Douglas Brown, *Language Assessment, Principles and Classroom Practice*, San Fransisco: Addition Wesley Longman inc, 2003, p. 189-190.

symbols. The designing assessment tasks for this type are such as reading aloud, written response, multiple-choice and picture-cued items.

- b. Selective reading, this category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used: picture-cued tasks, matching, true/false, multiple choice, etc. The designing assessment tasks for this type are such as multiple-choice (for form-focused criteria), matching tasks, editing tasks, picture-cued tasks and gap-filling tasks.
- c. Interactive reading, typical genres that lend themselves to interactive reading are anecdotes, short narratives and descriptions, excerpts from longer texts, questionnaires, memos, announcements, directions, recipes, and the like. The designing assessment tasks for this type are such as cloze tasks, impromptu reading plus comprehension question, short-answer tasks, editing (longer texts), scanning and ordering tasks.
- d. Extensive reading, it is applies to texts of more than a page up to and including professional article, essays, technical reports, short stories, and books. The designing assessment tasks for this type are such as skimming tasks, summarizing and responding, note-taking and outlining.

2. The Concept of Motivation

Motivation to learn is very important. Someone who experience some success are among the most motivated to learn⁹. It means that motivation is the key and the important thing to get success. No success without motivation. In the same case, motivation is an internal drive that activates behavior and gives it direction¹⁰, it also stems from basic innate drives¹¹. Meaning that motivation also can be drive to the good behavior because it from basic innate drive and it will be influence to get success to learning reading. In other view, motivation is what drives learners to achieve a goal, and is a key factor determining success or failure in language learning¹². It means that motivation is the way to achieve the purpose.

The students who do not have optimum motivation for intellectual development are disadvantage compared with those who do¹³. Students who have optimum motivation have an edge because they have adaptive attitudes and strategies, such as maintaining intrinsic interest, goal setting, and self-monitoring. It means that motivation is the important one to learn.

There are four characteristics of a motivated students¹⁴:

- a. The students wants to learn (desire).
- b. The students have a desire to accomplish the task (goal).

⁹ George Yule, *The Study of Language*, New York: Cambridge University Press, 1996, p. 195.

¹⁰ Richard Romando, "Motivation Theory", <http://ezinearticles.com/?Motivation-Theory&id=410700>, [18/05/2010].

¹¹ H. Douglas Brown, *Teaching By Principles An Interactive Approach to Language Pedagogy*, New Jersey: Prentice Hall, 1994, p. 35.

¹² Scott Thornbury, op. cit., p. 137.

¹³ M. Kay Alderman, *Motivation for Achievement Possibilities for Teaching and Learning*, New Jersey: Lawrence Erlbaum Associates Publisher, 2004, p. 6-7.

¹⁴ Becca Lometa, "Reading Motivation", 2001, <http://everything2.com/title/Reading+Motivation>, [18/05/2010].

- c. The students have a positive attitude toward the task (attitude).
- d. The students exhibits effort to accomplish the task.

There are two types of motivation, namely intrinsic and extrinsic¹⁵. Intrinsic motivation is said to be established when a person is driven by the task or learning environment itself, as well as the idea of learning new skills and experiences. Intrinsic motivation is the key to student success¹⁶. It means that the student wants to complete the task because they are interested on their own¹⁷.

Then, extrinsic motivation is when rewards, punishments and other extraneous variables are employed to seemingly manipulate motivation¹⁸. It comes from compliance with teachers, parents or peers¹⁹. Extrinsic motivation not only does not achieve long-term desired behaviors but actually works against building those very habits and attitudes. If the reward for doing something is taken away, the behavior will stop, as long as students are getting rewarded for behavior that is expected, that expected behavior will never happen on its own. If the students given by something, they may begin to believe that the task is undesirable²⁰.

3. The Concept of Reading Motivation

Students are motivated to read is important in the process of learning. Motivation for learning to read is not only for enjoyment or information, but

¹⁵ Ralph Blay, op. cit., p. 8.

¹⁶ Becca Lometa, op. cit.

¹⁷ *ibid.*

¹⁸ Ralph Blay, loc. cit.

¹⁹ Becca Lometa, op. cit.

²⁰ *ibid.*

because the aspiring reader wants to gain access to a community of readers²¹. Meaning that the motivation to read is not only for getting the information and pleasure, but also to improve aspire to read.

Reading motivation is regarded as very important²², because success in reading comprehension is said to be influenced by their own motivation to read. Motivation has been able to predict breath as well even if it was previously manipulated. Thus, motivation, especially intrinsic motivation, exerts greater influence not only in reading comprehension but in other aspects of reading as well²³.

A number of factors important to reading motivation is including self-concept and value of reading, choice, time spent talking about books, types of text available, and the use of incentives. The important factor to reading motivation is such as students' self concept and the value they place on reading are critical to their success, choice is widely acknowledged as a method for enhancing motivation, providing balanced book collections at all grade levels is vital to engagement, many school, teachers and parent organizations use rewards in their reading programs, talking about the content of books²⁴.

Highly motivated readers are self-determining and generate their own reading opportunities. They want to read and choose to read for a wide range of personal reasons such as curiosity, involvement, social interchange and emotional

²¹ David Nunan, *Language Teaching Methodology: A Textbook for Teachers*, New York: Prentice Hall, 1991, p. 71.

²² Becca Lometa, op. cit.

²³ Ralph Blay, op. cit., p. 5-9.

²⁴ Linda Gambrell and Barbara Marinak, "Reading Motivation: What the Research Says?", 2009, <http://www.readingrockets.org/article/29624>, [18/05/2010].

satisfaction²⁵. There are constructed some aspects of reading motivation, which are grouped into three major categories of motivation, namely self-efficacy, intrinsic and extrinsic motivation and social motivation for reading. There are five aspects of reading motivation as deemed most intrinsically reliable by themselves²⁶:

- a. Challenge, is an aspect under the self-efficacy category. It refers to the fulfillment of having been able to understand complex ideas in a text. The students satisfaction in mastering text ideas.
- b. Curiosity, is an aspects classified under intrinsic motivation. Curiosity is defined as one's drive to interest in learning about a topic.
- c. Involvement, is an aspects classified under intrinsic motivation. Involvement is the enthusiasm towards reading literary as well as expository texts. Extent to which the learner actively and consciously participates in the language learning process.
- d. Social Competition, is an aspects classified under intrinsic and extrinsic motivation. The students are able to tell peers or family about something that they read, and wants to out do others in reading.
- e. Compliance, is an aspect under the social motivation category. It refers to reading to achieve a goal or accomplish a requirement.

²⁵ Linda B. Gambrell (et. al.), "Assessing Motivation to Read", *The Reading Teacher*, Vol. 49, No. 7, (Apr. 1996), p. 518, <http://www.jstor.org/stable/20201660>, [8/04/2012].

²⁶ Ralph Blay, op. cit., p. 11.

4. The Concept of Comprehension

Comprehension as the ability to build relevant ideas from individual words read in a particular context²⁷. It means that whenever someone able to comprehend the text, they are able to combine word by word become a relevant ideas. In the same view, the successful reading comprehension is the ability to identify meaningful relations between the various parts of a text and between these parts and the readers' background knowledge²⁸. Meaning that the successful of reading comprehension is whenever the learners able to identify the meaning and understand the content from the text.

Comprehension is also the process of understanding speech or writing²⁹. It results from an interaction between different kinds of knowledge. In order to comprehend a text, successful readers are able to draw on all these types of knowledge at the same time. Comprehension also involves different psychological operations, including perception, recognition and inferencing. For example, you might hear a word (perceive it), but not recognize it. You might, however, be able to guess what it means from the context (make an inference). Learners experience problems with comprehension due to a failure in one or more of these operations. Either they do not perceive items correctly (perhaps because of the influence of their first language), or they do not recognize items (because they are not yet part of their internalized knowledge). Finally, they may not have the confidence to

²⁷ Ibid, op. cit., p. 6.

²⁸ Scott G. Paris and Steven A. Stahl, *Children's Reading Comprehension and Assessment*, New Jersey: Lawrence Erlbaum Associates Publisher, 2005, p. 114.

²⁹ Scott Thornbury, op. cit., p. 41.

make intelligent guesses. He also says that the comprehension is contribute to language learning. Meaning that without comprehension there is no learning.

Comprehension or understanding by its very nature, is a phenomenon that can only be assessed, examined, or observed indirectly³⁰. Meaning that the comprehension can be examined and measured how far the learners able to comprehend the text by giving the comprehension questions. In the same view, the traditional reading tasks usually involve reading a text and then answering the comprehension questions about the text³¹. Comprehension requires inferences, and inferences require knowledge. To understand the comprehension text, we must be able to understand how knowledge is used and how it is represented.

There is the indicates of the responses of comprehension³²:

- a. Doing, responds physically to a command
- b. Choosing, selects from alternatives posed orally or in writing
- c. Transferring, summarizes orally what is read
- d. Answering, answers questions about the message
- e. Condensing, outlines or takes notes on a passage
- f. Extending, provides an ending to a story
- g. Duplicating, translates the message into the native language or copies it (beginning the level, for very short passages only)
- h. Modeling, puts together a toy, for example, after reading directions for assembly

³⁰ Scott G. Paris and Steven A. Stahl, op. cit., p. 14.

³¹ Scott Thornbury, op. cit., p. 191.

³² H. Douglas Brown, op. cit., p. 300.

- i. Conversing, engages in a conversation that indicates appropriate processing of information.

5. The Concept of the Reading Comprehension

Definitions of reading comprehension should include motivation. Engaged reader are motivated to read for different purposes, utilize knowledge gained from previous experience to generate new understandings, and participate in meaningful social interaction around reading³³. It is also a process whereby a message intended by the writer is recognized by the reader against the background of information already stored in the reader's memory³⁴.

Reading is comprehending written discourse. It is an interactive process, a process in which the reader engages in an exchange of ideas with an author via most studies of reading comprehension, subject first read a passage, then the passage is removed and they have to answer questions about its contents³⁵. Reading comprehension measures should help teachers monitor the comprehension of their students over time and provide information that is useful in designing reading comprehension intervention programs³⁶. Teachers can ask themselves like what tasks most appropriate evaluating whether the students really comprehend what they read and do these tasks provide useful information for instructional purposes.

³³ Ralph Blay, op. cit., p. 18-19.

³⁴ Anita Wenden (et. al.), *Learner Strategies in Language Learning*, Cambridge: Cambridge University Press, 1987, p. 50.

³⁵ Don Burnes (et. al.), *Insights and Strategies for Teaching Reading*, Sidney: Harcourt Brace Ovanorich Group, 1985, p. 45.

³⁶ Janette K. Klingner (et. al.), *Teaching Reading Comprehension to Students with Learning Difficulties*, New York: The Guilford Press, 2007, p. 18.

Comprehension questions are often used in conjunction with reading text. These include multiple choice questions, yes-no questions, wh-questions (questions beginning where, who, when, etc), true/false statements, statements to correct, or a choice of summaries of the text to choose from³⁷. It is in one form or other are one of the language teaching techniques most frequently used to train the students in reading³⁸. They can take many forms, namely pronominal questions, yes/no questions, true/false statements, multiple choice items and blank filling or completion exercise.

The purpose of comprehension questions is to check students' understanding of a text. More over than not, though, they are simply a test of students' ability to recall the text, they are a test memory rather than of comprehension. This is especially the case if the questions are not given to the students until after reading the text. An alternative, more helpful approach, is to set questions in advance of reading, and which students answer while reading. These can act to focus students' attention during the task, and can be staged from initial gist checking questions to questions requiring more intensive processing of the text. Because this kind of questioning is designed to support the process of reading, the questions might better be called comprehending questions.

The traditional reading tasks usually involve reading a text and then answering the comprehension questions about the text³⁹. Comprehension or understanding by its very nature, is a phenomenon that can only be assessed,

³⁷ Scott Thornbury, op. cit., p. 42.

³⁸ I. S. P. Nation, *Teaching ESL/EFL Reading and Writing*, New York: Routledge Taylor and Francis Group, 2009, p. 29.

³⁹ Scott Thornbury, op. cit., p. 191.

examined, or observed indirectly⁴⁰. Based on the statement above, it means that the comprehension can be examined and measured how far the learners able to comprehend the text by giving the comprehension questions.

There are five reading components that may help students to read carefully⁴¹, they are:

a. Finding Main Idea

Getting the main idea of the reading passages or textbook is very crucial because reading is concerned with meaning to greater extent. It can be stated that an efficient reader understand not only ideas but also the relative significant as expressed by the author. In other word, some of the ideas are super ordinate (more important) and others are sub ordinate (less important). Finding main idea of the paragraph consisting of many sentences and selects the main idea not only in the beginning of the paragraph, but also in the middle and at the second paragraph. Sometimes the main idea ideas is not stated clearly but just implicity.

b. Finding the factual information.

To obtain the factual information of the English reading texts, a reader requires scanning for specific details or information in other to make sense of it. It is requires reading to scan specific details. Scanning can be done by reading questions given and find the content words-synonym or the same words. The reader must be able to recognize the factual information in detail such as person, places, events and time. It is generally prepared for senior high school students

⁴⁰ Scott G. Paris and Steven A. Stahl, loc. cit.

⁴¹ Suraini, "The Correlation between Students' English Language Learning Strategies and Their Reading Comprehension at the Second Students of MTsN Bengkalis", Unpublished Undergraduate Thesis: UIN SUSKA, 2009, p. 12.

and the following questions of the reading are stated with WH-Question words in multiple choice questions.

c. Locating references

References is a word or phrase to which pronoun refers to recognizing references identifying the words or phrase to which they refer will help the reader to understand the reading passages or textbook. The authors use reference aim to avoid repeated words or phrases. Recognize references and be able to identify the word or phrase to which they refer will help the reader understand the reading passage. It generally symbolized by possessive adjectives (I – my, you – yours, they – them, we – us, he – him, she – her, it – it).

d. Marking inference

An inference is the logical conclusion based evidences is direct statement of fact. Understanding is one of the most important aspects is reading. They use language efficiently and recognize what can be inferred from their sentences. In other words, an efficient reader is reader that is able to understand those implications.

e. Understanding vocabulary in context of the reading passages or textbook

A vocabulary context is the combination of vocabularies and grammar that surround word. It is very prominent component to understand the contextual reading passages pertinent to making sense of the authors' ideas. In this regard, contextual reading passages or textbook are referred to the vocabulary has a plenty of categories such as technical and frequency.

6. Correlation between Reading Motivation and Reading Comprehension

The reader's background knowledge and motivation are further factors in comprehension⁴². In addition, motivation and interest influence comprehension, both directly and indirectly (in that students are most likely to have good domain knowledge in areas in which they are interested). Meaning that comprehension will be more easy whenever the students have high motivation and knowledge that related with the text. Motivation and interest will be influence the student comprehension.

The student's motivation is another factor that impacts succesful reading comprehension⁴³. It means that the students' motivation is the important thing in succesful reading and also to understand the text. Without motivation, the students cannot improve their reading comprehension. Meaning that the student's motivation can influence the reading comprehension. The theoretical model suggests that motivation influences reading comprehension growth. Although reading motivation and reading comprehension are correlated, and laboratory studies suggest that motivational conditions can increase reading comprehension⁴⁴. It means that the reading motivation are correlated with reading comprehension.

⁴² Scott G. Paris and Steven A. Stahl, op. cit., p. 84.

⁴³ Eljana Lili (et. al.), "Implication about L2 Reading and Motivation", New York University.

⁴⁴ John T. Guthrie (et. al.), *Reading Motivation and Reading Comprehension Growth in the Later Elementary Years*, USA: College Park, 2006, p. 283.

B. Relevant Research

Relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research itself ⁴⁵.

1. A research by Suraini (2009), a collegiate State Islamic University of Sultan Syarif Kasim Riau, was entitled “The Correlation Between Students’ English Language Learning Strategies and Their Reading Comprehension at the Second Students of MTsN Bengkalis”. This research aimed to find out the significant correlation between students’ English language learning strategies and their reading comprehension, and ask the language learning strategies. She used the data collection techniques by applying the questionnaire and test. The result from this research, there is no positive significant between students’ English language learning strategies and their reading comprehension. The different between her research with the writer’s research is from the object of the research. She focused on the correlation between students’ English language learning strategies and their comprehension. While, the writer focused on the correlation between reading motivation and their reading comprehension.
2. A research by Rika Nuryana (2009) a collegiate State Islamic University of Sultan Syarif Kasim Riau was entitled “The Correlation Between Students’ Interest and Their Reading Comprehension Ability in Learning English at the Second Year of SMPN 3 Ukui, Pelalawan Regency”. This

⁴⁵ M. Syafi’i S, *From Paragraphs to a Research Report: A Writing of English for Academic Purposes*, Pekanbaru: LBSI, 2007, p. 122.

research aimed to find out the main problem to the students' interest and their comprehension ability. She formulated the problems to look for the significant correlation between students' interest and their comprehension ability, and the factors that influence interest and their comprehension ability. She used the data collection techniques by applying questionnaire and documentation. The result from this research, there is a significant correlation between students' interest and their comprehension ability. The different between her research with the writer's research is from the object of the research. She focused on the correlation between the students' interest and their comprehension ability. While, the writer focused on the correlation between reading motivation and their reading comprehension.

C. Operational Concept

Operational concept is a concept used to give explanation about theoretical framework to avoid misunderstanding and misinterpreting this to the research. For this reason, operational concept must be defined in a clear statement to obtain the needed data at the research location. The indicators are as follows:

The indicator of the students' reading motivation (variable X), as follow :

1. The students are able to know the ideas in a text.
2. The students are interested in the types of text available.
3. The students are enthusiastic in reading actively and consciously participated.
4. The students want to do the best than the others.
5. The students achieve a goal or accomplish a requirement.

The indicator of the students' reading comprehension (variable Y), as follow :

1. The students are able to find the main idea or topic.
2. The students are able to find the factual information.
3. The students are able to understand the reference.
4. The students are able to identify inference.
5. The students are able to understand the vocabulary in context of the reading.

D. Assumption and Hypothesis

1. The Assumption

Before starting the hypothesis as a temporary answer to the problem, the writer would like to present some assumptions as follows:

- a. If the students have good motivation in learning reading, their reading comprehension will be high.
- b. If the students are active in learning reading, they will understand and comprehend about the material.
- c. If the students have full attention in learning reading, they will be successful.

2. The Hypothesis

Based on the assumption above, therefore, the researcher can formulate two hypothesis as follows:

Ho : There is no correlation between students' reading motivation and their reading comprehension

Ha : There is a correlation between students' reading motivation and their reading comprehension

CHAPTER III

RESEARCH METHODOLOGY

A. Design of the Research

Design of this study is correlational research, to find out the relationship between two variables, there are the students' reading motivation and their reading comprehension. This research aim is to determine how one thing affects another, it is correlation¹.

In conducting this research, the writer prepared the students' reading motivation test to measure their motivation symbolized as "x" and a reading comprehension test to know their reading comprehension symbolized as "y" variable.

B. Location and Time of the Research

This research was conducted at Islamic Senior High School Al Muslimun, which is located on Jln. Lintas Timur, Seikijang District, Pelalawan Regency. It was conducted on September 2010 up to April 2011.

C. Subject and Object of the Study

The subject of the study was all of the second year students of Islamic Senior High School Al Muslimun Seikijang Pelalawan Regency, whereas the object of this study was the second year students' reading motivation and their reading comprehension.

¹ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, Jakarta: PT. Rineka Cipta, 2006, p. 270.

D. Population and Sample of the Study

The population of this study was the second year students of Islamic Senior High School Al Muslimun Seikijang Pelalawan Regency. They consisted of two classes of them, female class and male class. The total number of the population was 33 students, consisting of 18 male and 15 female students. Because the number of population was relatively small, the writer took all of the total number class. It meant all of them as sample².

E. Techniques of Collecting the Data

In order to get the data that are required by the writer in this research, so the writer employed the following techniques of the data collecting:

1. Questionnaire

Questionnaire is an obvious choice for needs assessment, but not always the most effective, depending on when they are given and how well the learners understand the kind of information that is sought³. This questionnaire also measured by the validity of the test. Validity is probably the single most important aspect of the design of any measurement instrument in educational research. However, good our research design or sophisticated our statistical analysis, the result will be meaningless if we are not actually measuring what we are purporting to measure. This instrument was used to know the students' reading motivation⁴. It consisted of 25 statements. Each item had four options to choose

² Ibid., p. 134.

³ Kathleen Graves, *Design Language Course: A Guide for Teachers*, Canada: Thimson Heinle, 2000, p. 114.

(1 to 4 scale), with respondents opinion in responding to the following options: 1 for very different from the students, 2 for a little different from the students, 3 for a little like with the students, and 4 for a lot like with the students⁵. And the formula used to find about the validity of the test is as follows:

$$r_{xy} = \frac{xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

Where:

- r_{xy} : The validity of the test
- xy : The number of questionnaire and comprehension test value
- x : The mean score of the questionnaire item
- y : The mean score of the comprehension test item

There are five categories of validity of the test as follows:

- 0.801 – 1.000 : Very high
- 0.601 – 0.800 : High
- 0.401 – 0.600 : Enough
- 0.201 – 0.400 : Low
- 0.000 – 0.200 : Very low⁶

2. Comprehension Test

The purpose of comprehension questions was to check students' understanding of a text⁷. This techniques was used to find out how far the students

⁴ Daniel Muijs, *Doing Quantitative Research in Education*, London: Sage Publications Ltd, 2004, p. 66.

⁵ Ralph Blay (et. al.), "The Relationship between Motivation and Second Language Reading Comprehension among Fourth Grade Filipino Students, Vol. 2, *The Philippine ESL Journal: The Beginning of Knowledge*, 2009, p. 13.

⁶ Suharsimi Arikunto, op. cit., p. 75.

are able to comprehend the text. The writer used multiple-choice as a form of assessment. The result of the test was taken as the data of the research.

Before the test given to the students, it was tried out to 33 students at the second year Senior High School Al Muslimun. The test consisted of 10 questions. The students had to identify the correct answer. It was to know whether the test items fulfilled the standard level of difficulty (< 0.30 and > 0.70) and the discrimination index⁸. The item difficulty show how easy or difficult a particular item is. The test items that were too difficult (< 0.30) and too easy (> 0.70) were revised. The standard level of difficulty can be measured by using formula:

$$fv = \frac{R}{N}$$

Where :

- fv : The Facility Value
- R : The number of correct answer
- N : The number of respondent⁹

If the index of facility value between 0.30 and 0.70, the test item can be accepted. On the other hand, if the index of the facility value is small than 0.30 or bigger than 0.70, the test item is rejected because the test item is either too easy or difficult for the students.

The try out was conducted to see the reliability of the test. Reliability refers to the accuracy or consistency of measurement¹⁰. To be a valid test must be

⁷ Scott Thornbury, *An A-Z of ELT: A Dictionary of Terms and Concept Used in English Language Teaching*, London: Macmillan Publisher, 2006, p. 42.

⁸ Rika Nuryana, "The Correlation between Students' Interest and Their Reading Comprehension Ability in Learning English at the Second Year of SMPN 3 Ukui Kab. Pelalawan", Unpublished Undergraduate Thesis: UIN SUSKA, 2009, p. 26.

⁹ *ibid.*

reliable as a measuring instrument. The reliability of the whole item can be measured by using formula:

$$R_{ii} = \frac{N}{N-1} \left[\frac{m(N-m)}{1 + Nx^2} \right]$$

Where:

- R_{ii} : The reliability
- N : The number of the respondents
- m : The mean score of the items
- 1 : Constant¹¹

Then, the score is compared to the table of product moment, with seen the number of the students and the r_{table} at 5% and 1%. The reliability of the test is considered as follows:

- > 0.80 reliability is very high
- 0.51 – 0.80 reliability is high
- 0.21 – 0.50 reliability is sufficient
- 0.00 – 0.20 reliability is low¹²

F. The Techniques of Data Analysis

The main purposes of this research were to find out the correlation between students' reading motivation and their reading comprehension. The following is the description of the research instrument employed in this research.

¹⁰ Donna M. Johnson, *Approaches to Research in Second Language Learning*, New York: Longman, p. 54.

¹¹ Rika Nuryana, op. cit., p. 27.

¹² *ibid.*, p. 71.

TABLE 3. 1
The Categories of the Students' Reading Motivation¹³

No	Score	Category
1	76 – 100 %	High
2	50 – 75 %	Middle
3	0 – 49 %	Low

To know how the students' reading motivation were, the writer used the formula as follows:

$$P = \frac{fx}{N} \times 100 : 4$$

Where:

P = Percentage

fx = Frequency

N = Total Number

Then, the students' reading comprehension were classified according to the score they got from the test. Then, their comprehension was classified into five levels as follows:

TABLE 3. 2
The Categories of the Students' Reading Comprehension¹⁴

No	Score	Category
1	90 – 100	Excellent
2	80 – 89	Good
3	70 – 79	Fairly Good
4	60 – 69	Fair
5	0 – 59	Poor

The technique of the data analysis on this research was analyzed by product moment correlation. It was used because the variable containing both interval scales. The formula is as follows:

¹³ Hartono, *Statistik untuk Penelitian*, Yogyakarta: Pustaka Pelajar, 2004, p. 108.

¹⁴ Rika Nuryana, op. cit., p. 29.

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{[N \sum x^2 - (\sum x)^2][N \sum y^2 - (\sum y)^2]}}$$

Where:

r_{xy} = The correlation coefficient

N = Number of sample

$\sum x$ = All of quantity x scores

$\sum y$ = All of quantity y scores

$\sum xy$ = Quality of product result between x and y scores

Then, the score of the correlation was classified according to the interpretations of correlation coefficients as follow:

TABLE 3. 3
Interpretations of Correlation Coefficients¹⁵

Size of Correlation	Strength of Relationship
0 to 0.19	No relationship between variable x and variable y
0.20 to 0.34	Low relationship
0.35 to 0.64	Moderately strong relationship
0.65 to 0.84	Strong relationship
0.84 or greater	Very strong relationship

¹⁵ Marguerite G. Lodico (et. al.), *Methods in Educational Research: From Theory to Practice*, USA: Jossey-Bass A Wiley Imprint, 2006, p. 233.

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

A. The Data Presentation

In this chapter, the writer presents the result of the research findings, which have been collected from the second year students at Islamic Senior High School Al Muslimun Seikijang Pelalawan Regency. There are two kinds of variables in this research, independent variable and dependent variable. The students' reading motivation as independent variable, was investigated by using questionnaire. The questionnaire were 25 statements given to the students and every item had four options to choose (1 to 4 scale): 1 for very different from the students, 2 for a little different from the students, 3 for a little like with the students, and 4 for a lot like with the students. In addition, the students' reading comprehension as dependent variable, was known by conducting comprehension question test. It consisted of 10 questions of reading comprehension test. Each item had four options to choose a, b, c or d.

1. The Presentation of the Students' Reading Motivation Data

Each item of the questionnaires was taken from the indicator of the students' reading motivation, the data are presented in every indicator used. It can be seen in the following table:

TABLE 4. 1
The Students Like Being the Only One Who Knows an Answer on They Read

Question No.	Alternative answer	Frequency	Percentage
1	Very different	8	24.2 %
	A little different	11	33.3 %
	A little like	13	39.4 %
	A lot like	1	3.1 %
Total		33	100 %

The table above shows the different answers among the students: 8 (24.2 %) chose “very different”, 11 (33.3 %) students chose “a little different”, 13 (39.4 %) students chose “a little like”, and 1 (3.1 %) students chose “a lot like”. It means that most of the students little like being the only one who knows an answer on they read.

TABLE 4. 2
The Students Like be the Best at Reading

Question No.	Alternative answer	Frequency	Percentage
2	Very different	1	3.1 %
	A little different	3	9.1 %
	A little like	24	72.7 %
	A lot like	5	15.1 %
Total		33	100 %

The table above shows the different answers among the students: 1 (3.1 %) chose “very different”, 3 (9.1 %) students chose “a little different”, 24 (72.7 %) students chose “a little like”, and 5 (15.1 %) students chose “a lot like”. It means that most of the students little like be the best at reading.

TABLE 4. 3
The Students Read More Whenever the Teacher Discusses Something Interesting

Question No.	Alternative answer	Frequency	Percentage
3	Very different	0	0 %
	A little different	9	27.3 %
	A little like	21	63.6 %
	A lot like	3	9.1 %
Total		33	100 %

The table above shows the different answers among the students: no student (0 %) chose “very different”, 9 (27.3 %) students chose “a little different”, 21 (63.6 %) students chose “a little like”, and 3 (9.1 %) students chose “a lot like”. It means that most of the students little like to read more whenever the teacher discusses something interesting.

TABLE 4. 4
The Students Like to Collecting English Books

Question No.	Alternative answer	Frequency	Percentage
4	Very different	5	15.1 %
	A little different	2	6.1 %
	A little like	12	36.4 %
	A lot like	14	42.4 %
Total		33	100 %

The table above shows the different answers among the students: 5 (15.1 %) students chose “very different”, 2 (6.1 %) students chose “a little different”, 12 (36.4 %) students chose “a little like”, and 14 (42.4 %) students chose “a lot like”. It means that most of the students like hard to challenging book.

TABLE 4. 5
The Students Like to Read About New Things

Question No.	Alternative answer	Frequency	Percentage
5	Very different	2	6.1 %
	A little different	11	33.3 %
	A little like	13	39.4 %
	A lot like	7	21.2 %
Total		33	100 %

The table above shows the different answers among the students: 2 (6.1 %) chose “very different”, 11 (33.3 %) students chose “a little different”, 13 (39.4 %) students chose “a little like”, and 7 (21.2 %) students chose “a lot like”. It means that most of the students little like to read about new things.

TABLE 4. 6
The Students Read the Stories About Fantasy and Believe it

Question No.	Alternative answer	Frequency	Percentage
6	Very different	0	0 %
	A little different	10	30.3 %
	A little like	12	36.4 %
	A lot like	11	33.3 %
Total		33	100 %

The table above shows the different answers among the students: no student (0 %) chose “very different”, 10 (30.3 %) students chose “a little different”, 12 (36.4 %) students chose “a little like”, and 11 (33.3 %) students chose “a lot like”. It means that most of the students little like to read the stories about fantasy and believe it.

TABLE 4. 7
The Students Have Favourite Subjects that They Like to Read

Question No.	Alternative answer	Frequency	Percentage
7	Very different	3	9.1 %
	A little different	8	24.2 %
	A little like	15	45.5 %
	A lot like	7	21.2 %
Total		33	100 %

The table above shows the different answers among the students: 3 (9.1 %) chose “very different”, 8 (24.2 %) students chose “a little different”, 15 (45.5 %) students chose “a little like”, and 7 (21.2 %) students chose “a lot like”. It means that most of the students little like to have favourite subjects that they like to read.

TABLE 4. 8
The Students Like Mysteries Story

Question No.	Alternative answer	Frequency	Percentage
8	Very different	0	0 %
	A little different	6	18.2 %
	A little like	9	27.3 %
	A lot like	18	54.5 %
Total		33	100 %

The table above shows the different answers among the students: no student (0 %) chose “very different”, 6 (18.2 %) students chose “a little different”, 9 (27.3 %) students chose “a little like”, and 18 (54.5 %) students chose “a lot like”. It means that most of the students lot like mysteries story.

TABLE 4. 9
The Students Like the Stories with Interesting Characters

Question No.	Alternative answer	Frequency	Percentage
9	Very different	3	9.1 %
	A little different	2	6.1 %
	A little like	23	69.7 %
	A lot like	5	15.1 %
Total		33	100 %

The table above shows the different answers among the students: 3 (9.1 %) chose “very different”, 2 (6.1 %) students chose “a little different”, 23 (69.7 %) students chose “a little like”, and 5 (15.1 %) students chose “a lot like”. It means that most of the students little like the stories with interesting characters.

TABLE 4. 10
The Students Read About Their Hobbies to Learn More About Them

Question No.	Alternative answer	Frequency	Percentage
10	Very different	0	0 %
	A little different	8	24.3 %
	A little like	11	33.3 %
	A lot like	14	42.4 %
Total		33	100 %

The table above shows the different answers among the students: no student (0 %) chose “very different”, 8 (24.3 %) students chose “a little different”, 11 (33.3 %) students chose “a little like”, and 14 (42.4 %) students chose “a lot like”. It means that most of the students lot like to read about their hobbies to learn more about them.

TABLE 4. 11
The Students Feel Important to Do Their Reading Work Carefully

Question No.	Alternative answer	Frequency	Percentage
11	Very different	1	3.1 %
	A little different	17	51.5 %
	A little like	10	30.3 %
	A lot like	5	15.1 %
Total		33	100 %

The table above shows the different answers among the students: 1 (3.1 %) chose “very different”, 17 (51.5 %) students chose “a little different”, 10 (30.3 %) students chose “a little like”, and 5 (15.1 %) students chose “a lot like”. It means

that most of the students a little do not like to feel important to do their reading work carefully.

TABLE 4. 12
The Students Look Up the Words Whenever They Do Not Know

Question No.	Alternative answer	Frequency	Percentage
12	Very different	1	3.1 %
	A little different	9	27.2 %
	A little like	20	60.6 %
	A lot like	3	9.1 %
Total		33	100 %

The table above shows the different answers among the students: 1 (3.1 %) chose “very different”, 9 (27.2 %) students chose “a little different”, 20 (60.6 %) students chose “a little like”, and 3 (9.1 %) students chose “a lot like”. It means that most of the students little like to look up the words whenever they do not know.

TABLE 4. 13
The Students Sometimes Lose Track of Time Whenever Their Reading Topic is Interesting

Question No.	Alternative answer	Frequency	Percentage
13	Very different	1	3.1 %
	A little different	15	45.5 %
	A little like	10	30.2 %
	A lot like	7	21.2 %
Total		33	100 %

The table above shows the different answers among the students: 1 (3.1 %) chose “very different”, 15 (45.5 %) students chose “a little different”, 10 (30.2 %) students chose “a little like”, and 7 (21.2 %) students chose “a lot like”. It means that most of the students a little do not like if sometimes lose track of time whenever their reading topic is interesting.

TABLE 4. 14
The Students Like to Conceiving in Their Mind Whenever They Read

Question No.	Alternative answer	Frequency	Percentage
14	Very different	1	3.1 %
	A little different	12	36.3 %
	A little like	12	36.3 %
	A lot like	8	24.3 %
Total		33	100 %

The table above shows the different answers among the students: 1 (3.1 %) chose “very different”, 12 (36.3 %) students chose “a little different”, 12 (36.3 %) students chose “a little like”, and 8 (24.3 %) students chose “a lot like”. It means that most of the students a little do not like and little like to conceiving in their mind whenever they read.

TABLE 4. 15
The Students Do Not Care How Hard to Read If the Book is Interesting

Question No.	Alternative answer	Frequency	Percentage
15	Very different	4	12.1 %
	A little different	10	30.3 %
	A little like	12	36.4 %
	A lot like	7	21.2 %
Total		33	100 %

The table above shows the different answers among the students: 4 (12.1 %) chose “very different”, 10 (30.3 %) students chose “a little different”, 12 (36.4 %) students chose “a little like”, and 7 (21.2 %) students chose “a lot like”. It means that most of the students a little like to do not care how hard to read if the book is interesting.

TABLE 4. 16
The Students Try to Get More Right Answers than Their Friends

Question No.	Alternative answer	Frequency	Percentage
16	Very different	0	0 %
	A little different	1	3.1 %
	A little like	24	72.7 %
	A lot like	8	24.2 %
Total		33	100 %

The table above shows the different answers among the students: no student (0 %) chose “very different”, 1 (3.1 %) students chose “a little different”, 24 (72.7 %) students chose “a little like”, and 8 (24.2 %) students chose “a lot like”. It means that most of the students a little like to try to get more right answer than their friends.

TABLE 4. 17
The Students Need Their Parents to Do Their Reading Homework

Question No.	Alternative answer	Frequency	Percentage
17	Very different	2	6.1 %
	A little different	8	24.2 %
	A little like	14	42.4 %
	A lot like	9	27.3 %
Total		33	100 %

The table above shows the different answers among the students: 2 (6.1 %) chose “very different”, 8 (24.2 %) students chose “a little different”, 14 (42.4 %) students chose “a little like”, and 9 (27.3 %) students chose “a lot like”. It means that most of the students a little like to need their parents to do their homework.

TABLE 4. 18
The Students Like to Finish Their Reading Before Other Students

Question No.	Alternative answer	Frequency	Percentage
18	Very different	1	3.1 %
	A little different	2	6.1 %
	A little like	10	30.2 %
	A lot like	20	60.6 %
Total		33	100 %

The table above shows the different answers among the students: 1 (3.1 %) chose “very different”, 2 (6.1 %) students chose “a little different”, 10 (30.2 %) students chose “a little like”, and 20 (60.6 %) students chose “a lot like”. It means that most of the students a lot like to finish their reading before other students.

TABLE 4. 19
The Students Feel Like to Make Friends with People in Good Books

Question No.	Alternative answer	Frequency	Percentage
19	Very different	0	0 %
	A little different	1	3.1 %
	A little like	17	51.5 %
	A lot like	15	45.4 %
Total		33	100 %

The table above shows the different answers among the students: no student (0 %) chose “very different”, 1 (3.1 %) students chose “a little different”, 17 (51.5 %) students chose “a little like”, and 15 (45.4 %) students chose “a lot like”. It means that most of the students a little feel like to make friends with people in good books.

TABLE 4. 20
The Students Will Work Hard to Read Better Than Their Friends

Question No.	Alternative answer	Frequency	Percentage
20	Very different	1	3.1 %
	A little different	7	21.2 %
	A little like	17	51.5 %
	A lot like	8	24.2 %
Total		33	100 %

The table above shows the different answers among the students: 1 (3.1 %) chose “very different”, 7 (21.2 %) students chose “a little different”, 17 (51.5 %) students chose “a little like”, and 8 (24.2 %) students chose “a lot like”. It means that most of the students a little like to work hard to read better than their friends.

TABLE 4. 21
The Students Read Because They Have To

Question No.	Alternative answer	Frequency	Percentage
21	Very different	0	0 %
	A little different	11	33.3 %
	A little like	12	36.4 %
	A lot like	10	30.3 %
Total		33	100 %

The table above shows the different answers among the students: no student (0 %) chose “very different”, 11 (33.3 %) students chose “a little different”, 12 (36.4 %) students chose “a little like”, and 10 (30.3 %) students chose “a lot like”. It means that most of the students a little like to read because they have to.

TABLE 4. 22
The Students Read Things That Are Not Assigned

Question No.	Alternative answer	Frequency	Percentage
22	Very different	0	0 %
	A little different	19	57.6 %
	A little like	11	33.3 %
	A lot like	3	9.1 %
Total		33	100 %

The table above shows the different answers among the students: no student (0 %) chose “very different”, 19 (57.6 %) students chose “a little different”, 11 (33.3 %) students chose “a little like”, and 3 (9.1 %) students chose “a lot like”. It means that most of the students a little do not like to read things that are not assigned.

TABLE 4. 23
The Students Like the Questions in the Books That Make They Think

Question No.	Alternative answer	Frequency	Percentage
23	Very different	3	9.1 %
	A little different	5	15.1 %
	A little like	17	51.5 %
	A lot like	8	24.3 %
Total		33	100 %

The table above shows the different answers among the students: 3 (9.1 %) chose “very different”, 5 (15.1 %) students chose “a little different”, 17 (51.5 %) students chose “a little like”, and 8 (24.3 %) students chose “a lot like”. It means that most of the students a little like the questions in the books make they think.

TABLE 4. 24
The Students Feel Finishing Every Reading Assignments is Very Important to Them

Question No.	Alternative answer	Frequency	Percentage
24	Very different	1	3.1 %
	A little different	12	36.3 %
	A little like	13	39.4 %
	A lot like	7	21.2 %
Total		33	100 %

The table above shows the different answers among the students: 1 (3.1 %) chose “very different”, 12 (36.3 %) students chose “a little different”, 13 (39.4 %) students chose “a little like”, and 7 (21.2 %) students chose “a lot like”. It means that most of the students a little like feel that finishing every reading assignments is very important to them.

TABLE 4. 25
The Students Always Try to Finish Their Reading On Time

Question No.	Alternative answer	Frequency	Percentage
25	Very different	6	18.2 %
	A little different	6	18.2 %
	A little like	8	24.2 %
	A lot like	13	39.4 %
Total		33	100 %

The table above shows the different answers among the students: 6 (18.2 %) chose “very different”, 6 (18.2 %) students chose “a little different”, 8 (24.2 %) students chose “a little like”, and 13 (39.4 %) students chose “a lot like”. It means that most of the students a lot like to finish their reading on time.

TABLE 4. 26
The Recapitulation of the Students' Reading Motivation Data

Table	Very different		A little different		A little like		A lot like	
	F	P	F	P	F	P	F	P
T. 1	8	24.2 %	11	33.3 %	13	39.4 %	1	3.1 %
T. 2	1	3.1 %	3	9.1 %	24	72.7 %	5	15.1 %
T. 3	-	0 %	9	27.3 %	21	63.6 %	3	9.1 %
T. 4	5	15.1 %	2	6.1 %	12	36.4 %	14	42.4 %
T. 5	2	6.1 %	11	33.3 %	13	39.4 %	7	21.2 %
T. 6	-	-	10	30.3 %	12	36.4 %	11	33.3 %
T. 7	3	9.1 %	8	24.2 %	15	45.5 %	7	21.2 %
T. 8	-	-	6	18.2 %	9	27.3 %	18	54.5 %
T. 9	3	9.1 %	2	6.1 %	23	69.7 %	5	15.1 %
T. 10	-	-	8	24.3 %	11	33.3 %	14	42.4 %
T. 11	1	3.1 %	17	51.5 %	10	30.3 %	5	15.1 %
T. 12	1	3.1 %	9	27.2 %	20	60.6 %	3	9.1 %
T. 13	1	3.1 %	15	45.5 %	10	30.2 %	7	21.2 %
T. 14	1	3.1 %	12	36.3 %	12	36.3 %	8	24.3 %
T. 15	4	12.1 %	10	30.3 %	12	36.4 %	7	21.2 %
T. 16	-	-	1	3.1 %	24	72.7 %	8	24.2 %
T. 17	2	6.1 %	8	24.2 %	14	42.4 %	9	27.3 %
T. 18	1	3.1 %	2	6.1 %	10	30.2 %	20	60.6 %
T. 19	-	-	1	3.1 %	17	51.5 %	15	45.4 %
T. 20	1	3.1 %	7	21.2 %	17	51.5 %	8	24.2 %
T. 21	-	-	11	33.3 %	12	36.4 %	10	30.3 %
T. 22	-	-	19	57.6 %	11	33.3 %	3	9.1 %
T. 23	3	9.1 %	5	15.1 %	17	51.5 %	8	24.3 %
T. 24	1	3.1 %	12	36.3 %	13	39.4 %	7	21.2 %
T. 25	6	18.2 %	6	18.2 %	8	24.2 %	13	39.4 %
Total	44	5.356 %	205	24.848 %	360	43.624 %	216	26.172 %

Based on the table above, we know that the higher to the lower frequency of the students' reading motivation is a little like with the students at 360 (43.624 %), then a lot like with the students at 216 (26.172 %), a little different from the students at 205 (24.848 %), and very different from the students at 44 (5.356 %).

TABLE 4. 27
Recapitulation of the Students' Reading Motivation Scores and the Category

No	Students	Scores	Category
1	Student 1	85	High
2	Student 2	66	Middle
3	Student 3	78	High
4	Student 4	81	High
5	Student 5	71	Middle
6	Student 6	84	High
7	Student 7	81	High
8	Student 8	61	Middle
9	Student 9	69	Middle
10	Student 10	76	High
11	Student 11	67	Middle
12	Student 12	71	Middle
13	Student 13	79	High
14	Student 14	73	Middle
15	Student 15	71	Middle
16	Student 16	69	Middle
17	Student 17	77	High
18	Student 18	69	Middle
19	Student 19	71	Middle
20	Student 20	75	Middle
21	Student 21	71	Middle
22	Student 22	76	High
23	Student 23	73	Middle
24	Student 24	67	Middle
25	Student 25	68	Middle
26	Student 26	69	Middle
27	Student 27	74	Middle
28	Student 28	62	Middle
29	Student 29	73	Middle
30	Student 30	68	Middle
31	Student 31	71	Middle
32	Student 32	85	High
33	Student 33	61	Middle

2. The Presentation of the Students' Reading Comprehension Data

In the multiple choice tests, the students should choose the correct answer. The writer gave 10 items and the value of each item was 10. The test consisted of reading comprehension text. The students had to read the text carefully, than choose the correct answer based on the text.

After collecting the data and making some calculation, the writer can show the students' reading comprehension in the following table:

TABLE 4. 28
The Students' Reading Comprehension Scores and the Category

No	Students	Correct Answer	Scores	Level
1	Student 1	7	70	Fairly Good
2	Student 2	3	30	Poor
3	Student 3	6	60	Fair
4	Student 4	8	80	Good
5	Student 5	4	40	Poor
6	Student 6	6	60	Fair
7	Student 7	7	70	Fairly Good
8	Student 8	4	40	Poor
9	Student 9	5	50	Poor
10	Student 10	4	40	Poor
11	Student 11	5	50	Poor
12	Student 12	4	40	Poor
13	Student 13	5	50	Poor
14	Student 14	4	40	Poor
15	Student 15	6	60	Fair
16	Student 16	4	40	Poor
17	Student 17	5	50	Poor
18	Student 18	5	50	Poor
19	Student 19	4	40	Poor
20	Student 20	6	60	Fair
21	Student 21	4	40	Poor
22	Student 22	6	60	Fair
23	Student 23	6	60	Fair
24	Student 24	4	40	Poor
25	Student 25	4	40	Poor
26	Student 26	3	30	Poor
27	Student 27	5	50	Poor
28	Student 28	4	40	Poor
29	Student 29	5	50	Poor
30	Student 30	5	50	Poor
31	Student 31	5	50	Poor
32	Student 32	6	60	Fair
33	Student 33	4	40	Poor
Total		163	1630	

Based on the table above, we know that the total score is 1630, while the highest score is 80 and the lowest score is 30.

3. The Presentation of the Students' Reading Motivation and Their Reading Comprehension Scores and the category

The data presentation below is the recapitulation of the students' reading motivation and their reading comprehension scores and the category.

TABLE 4. 29
Recapitulation of the Students' Reading Motivation and Their Reading Comprehension Scores and the Category

Students	Reading Motivation		Reading Comprehension	
	Scores	Category	Scores	Category
Student 1	85	High	70	Fairly Good
Student 2	66	Middle	30	Poor
Student 3	78	High	60	Fair
Student 4	81	High	80	Good
Student 5	71	Middle	40	Poor
Student 6	84	High	60	Fair
Student 7	81	High	70	Fairly Good
Student 8	61	Middle	40	Poor
Student 9	69	Middle	50	Poor
Student 10	76	High	40	Poor
Student 11	67	Middle	50	Poor
Student 12	71	Middle	40	Poor
Student 13	79	High	50	Poor
Student 14	73	Middle	40	Poor
Student 15	71	Middle	60	Fair
Student 16	69	Middle	40	Poor
Student 17	77	High	50	Poor
Student 18	69	Middle	50	Poor
Student 19	71	Middle	40	Poor
Student 20	75	Middle	60	Fair
Student 21	71	Middle	40	Poor
Student 22	76	High	60	Fair
Student 23	73	Middle	60	Fair
Student 24	67	Middle	40	Poor
Student 25	68	Middle	40	Poor
Student 26	69	Middle	30	Poor
Student 27	74	Middle	50	Poor
Student 28	62	Middle	40	Poor
Student 29	73	Middle	50	Poor
Student 30	68	Middle	50	Poor
Student 31	71	Middle	50	Poor
Student 32	85	High	60	Fair
Student 33	61	Middle	40	Poor

B. The Data Analysis

In this section, the writer will present the analysis of the data that have been collected from the questionnaire and test.

1. Finding Out How the Students' Reading Motivation is

This data which have been obtained from the questionnaire are to find out how the students' reading motivation is. The following table is the recapitulation of the students' reading motivation data from the questionnaire:

TABLE 4. 31
The Recapitulation of the Students' Reading Motivation Data

Table	N	Very different		A little different		A little like		A lot like	
		F	P	F	P	F	P	F	P
T. 1	33	8	24.2 %	11	33.3 %	13	39.4 %	1	3.1 %
T. 2	33	1	3.1 %	3	9.1 %	24	72.7 %	5	15.1 %
T. 3	33	-	0 %	9	27.3 %	21	63.6 %	3	9.1 %
T. 4	33	5	15.1 %	2	6.1 %	12	36.4 %	14	42.4 %
T. 5	33	2	6.1 %	11	33.3 %	13	39.4 %	7	21.2 %
T. 6	33	-	-	10	30.3 %	12	36.4 %	11	33.3 %
T. 7	33	3	9.1 %	8	24.2 %	15	45.5 %	7	21.2 %
T. 8	33	-	-	6	18.2 %	9	27.3 %	18	54.5 %
T. 9	33	3	9.1 %	2	6.1 %	23	69.7 %	5	15.1 %
T. 10	33	-	-	8	24.3 %	11	33.3 %	14	42.4 %
T. 11	33	1	3.1 %	17	51.5 %	10	30.3 %	5	15.1 %
T. 12	33	1	3.1 %	9	27.2 %	20	60.6 %	3	9.1 %
T. 13	33	1	3.1 %	15	45.5 %	10	30.2 %	7	21.2 %
T. 14	33	1	3.1 %	12	36.3 %	12	36.3 %	8	24.3 %
T. 15	33	4	12.1 %	10	30.3 %	12	36.4 %	7	21.2 %
T. 16	33	-	-	1	3.1 %	24	72.7 %	8	24.2 %
T. 17	33	2	6.1 %	8	24.2 %	14	42.4 %	9	27.3 %
T. 18	33	1	3.1 %	2	6.1 %	10	30.2 %	20	60.6 %
T. 19	33	-	-	1	3.1 %	17	51.5 %	15	45.4 %
T. 20	33	1	3.1 %	7	21.2 %	17	51.5 %	8	24.2 %
T. 21	33	-	-	11	33.3 %	12	36.4 %	10	30.3 %
T. 22	33	-	-	19	57.6 %	11	33.3 %	3	9.1 %
T. 23	33	3	9.1 %	5	15.1 %	17	51.5 %	8	24.3 %
T. 24	33	1	3.1 %	12	36.3 %	13	39.4 %	7	21.2 %
T. 25	33	6	18.2 %	6	18.2 %	8	24.2 %	13	39.4 %
Total	825	44	5.356 %	205	24.848 %	360	43.624 %	216	26.172 %

Based on the calculation of the questionnaire result above, the average percentage of each questionnaire item can be presented as follows:

TABLE 4. 32
The Rate of the Students' Reading Motivation

Alternative Answer	f	Value Scale	fx	N
Very different from the students	44	1	44	825
A little different from the students	205	2	410	825
A little like with the students	360	3	1080	825
A lot like with the students	216	4	864	825
Total			2398	

From the table above, we know that:

$$fx = 2398$$

$$N = 825$$

As a result, the average percentage of the category calculated above are:

$$\begin{aligned}
 P &= \frac{fx}{N} \times 100 : 4 \\
 &= \frac{2398}{825} \times 100 : 4 \\
 &= 72.6 \%
 \end{aligned}$$

The average of the overall score is 72.6 %. As mentioned before, the data collected to measure the students' reading motivation were classified into three ranges. The percentage obtained for the students' reading motivation at the second year students of Islamic Senior High School Al Muslimun was 72.6 %. It means that their reading motivation were categorized into "medium" level.

2. Finding Out How the Students' Reading Comprehension is

The following table is the recapitulation of the students' reading comprehension data from the reading comprehension test:

TABLE 4. 34
The Students' Reading Comprehension Scores and the Category

No	Students	Scores	Level
1	Student 1	70	Fairly Good
2	Student 2	30	Poor
3	Student 3	60	Fair
4	Student 4	80	Good
5	Student 5	40	Poor
6	Student 6	60	Fair
7	Student 7	70	Fairly Good
8	Student 8	40	Poor
9	Student 9	50	Poor
10	Student 10	40	Poor
11	Student 11	50	Poor
12	Student 12	40	Poor
13	Student 13	50	Poor
14	Student 14	40	Poor
15	Student 15	60	Fair
16	Student 16	40	Poor
17	Student 17	50	Poor
18	Student 18	50	Poor
19	Student 19	40	Poor
20	Student 20	60	Fair
21	Student 21	40	Poor
22	Student 22	60	Fair
23	Student 23	60	Fair
24	Student 24	40	Poor
25	Student 25	40	Poor
26	Student 26	30	Poor
27	Student 27	50	Poor
28	Student 28	40	Poor
29	Student 29	50	Poor
30	Student 30	50	Poor
31	Student 31	50	Poor
32	Student 32	60	Fair
33	Student 33	40	Poor
Total		1630	

Based on the table above, the writer presents their scores and category as follows:

- a. The students' score categorized into "Good" is:
80, and the total is 80.
- b. The students' scores categorized into "Fairly Good" are:
70, 70 and the total is 140.
- c. The students' scores categorized into "Fair" are:
60, 60, 60, 60, 60, 60, 60 and the total is 420.
- d. The students' scores categorized into "Poor" are:
50, 50, 50, 50, 50, 50, 50, 50, 50, 50, 40, 40, 40, 40, 40, 40, 40, 40, 40, 40, 40, 40, 30, 30 and the total is 990.

TABLE 4. 35
The Percentage of the Students' Reading Comprehension

No	Category	Frequency	Percentage
1	Excellent	-	-
2	Good	80	4,90 %
3	Fairly Good	140	8,59 %
4	Fair	420	25,77 %
5	Poor	990	60,74 %
Total		1630	100 %

Then, the total result of the three categories is:

$$\begin{aligned}
 \text{fy} &= (80 \times 4) + (140 \times 3) + (420 \times 2) + (990 \times 1) \\
 &= 320 + 420 + 840 + 990 \\
 &= 2210
 \end{aligned}$$

From the data presentation above, we know that:

$$f_y = 2210$$

$$N = 1630$$

As a result, the average percentage of the category calculated above are:

$$P = \frac{f_y}{N} \times 100 : 4$$

$$= \frac{2210}{1630} \times 100 : 4$$

$$= 33.89 \%$$

The average percentage after calculating of the overall score is 33.89 %.

As mentioned before, the data collected to measure the students' reading comprehension were classified into three ranges. The percentage obtained for the students' reading comprehension at the second year students of Islamic Senior High School Al Muslimun is 33.89 %. It means that their reading comprehension were categorized into "poor" level.

3. Finding Out The Correlation Between the Students' Reading Motivation and Their Reading Comprehension

TABLE 4. 36
The Correlation Between the Students' Reading Motivation and Their Reading Comprehension

Students	x	y	X ²	Y ²	xy
Student 1	85	70	7225	4900	5950
Student 2	66	30	4356	900	1980
Student 3	78	60	6084	3600	4680
Student 4	81	80	6561	6400	6480
Student 5	71	40	5041	1600	2840
Student 6	84	60	7056	3600	5040
Student 7	81	70	6561	4900	5670
Student 8	61	40	3721	1600	2440
Student 9	69	50	4761	2500	3450
Student 10	76	40	5776	1600	3040
Student 11	67	50	4489	2500	3350
Student 12	71	40	5041	1600	2840
Student 13	79	50	6241	2500	3950
Student 14	73	40	5329	1600	2920
Student 15	71	60	5041	3600	4260
Student 16	69	40	4761	1600	2760
Student 17	77	50	5929	2500	3850
Student 18	69	50	4761	2500	3450
Student 19	71	40	5041	1600	2840
Student 20	75	60	5625	3600	4500
Student 21	71	40	5041	1600	2840
Student 22	76	60	5776	3600	4560
Student 23	73	60	5329	3600	4380
Student 24	67	40	4489	1600	2680
Student 25	68	40	4624	1600	2720
Student 26	69	30	4761	900	2070
Student 27	74	50	5476	2500	3700
Student 28	62	40	3844	1600	2480
Student 29	73	50	5329	2500	3650
Student 30	68	50	4624	2500	3400
Student 31	71	50	5041	2500	3550
Student 32	85	60	7225	3600	5100
Student 33	61	40	3721	1600	2440
Total	2392	1630	174680	84900	119860

From the table above, we know that:

$$x = 2392$$

$$y = 1630$$

$$\sum x^2 = 174680$$

$$\sum y^2 = 84900$$

$$\sum xy = 119860$$

Then, enter the number above which have been obtained into the formula:

$$\begin{aligned} r_{xy} &= \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{[N \sum x^2 - (\sum x)^2][N \sum y^2 - (\sum y)^2]}} \\ &= \frac{33 \times 119860 - 2392 \times 1630}{\sqrt{[33 \times 174680 - (2392)^2][33 \times 84900 - (1630)^2]}} \\ &= \frac{3955380 - 3898960}{\sqrt{(5764440 - 5721664)(2801700 - 2656900)}} \\ &= \frac{56420}{\sqrt{42776 \times 144800}} \\ &= \frac{56420}{\sqrt{6193964800}} \\ &= \frac{56420}{78701.75} \\ &= 0.716 \end{aligned}$$

If the score obtained (0.716) is compared to the r_{table} of product moment, where at level 5 % is 0.349 and 1 % is 0.449, the score obtained is bigger than r_{table} either at level 5 % and 1 %. It can be formulated as $0.349 < 0.716 > 0.449$. It means that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. Accordingly, there is significant correlation between the

students' reading motivation and their reading comprehension. For that reason, the higher students' reading motivation is the better their reading comprehension would be. On the contrary, when the students have low reading motivation, their reading comprehension will also be low.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the writer presents the conclusion of those which has been discussed in the previous chapter. The purpose of doing this research is to know whether there is a significant correlation between reading motivation and reading comprehension of the second year students of Islamic Senior High School Al Muslimun Bandar Seikijang District Pelalawan Regency. It has two variables that determine the process of doing the research. They are “x” as independent variable, it refers to the students’ reading motivation, and “y” as dependent variable, it refers to the students’ reading comprehension.

A. Conclusion

Based on the data presentation and analysis in the previous chapter, it can be concluded that:

1. Based on this research, the result of how the reading motivation of the second year students of Islamic Senior High School Al Muslimun is, it includes into medium level, with the average of the overall score is 72.6 %.
2. The result of how the reading comprehension of the second year students of Islamic Senior High School Al Muslimun is, it concludes into poor level, with the average of the overall score is 33.89 %.
3. There is a significant correlation between reading motivation and reading comprehension of the second year students of Islamic Senior High School

Al Muslimun Bandar Seikijang District Pelalawan Regency, with the r_{xy} (0,716) higher than r_{table} , whether in 5% (0,349) and 1% (0,449). So that, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected.

B. Suggestion

Based on the result of this research, it is clear that the students' reading motivation has important rule in learning process. Therefore, the English teacher should increase the students' reading motivation and their reading comprehension.

The students should:

1. Learn more about English book to got the information.
2. Read more about the text and try to comprehend the text.
3. Familiarize themselves to read more about English books.

The teacher should:

1. Motivate the students to read more English book as often as possible whether at home or at class.
2. Provide the students with the model of how to increase the students' reading comprehension.
3. Make variation activities and give the reward to the students.

The Islamic Senior High School Al Muslimun should:

1. Provide the students with various English books at the library.
2. Make rules to motivate the students to read more about English books.
3. Pay attention to the students and know what the students needs.

BIBLIOGRAPHY

- Alderman, M. Kay. *Motivation for Achievement: Possibilities for Teaching and Learning*. (Second Edition), New Jersey: Lawrence Erlbaum Associates Publisher, 2004.
- Blay, Ralph, et al. *The Relationship between Motivation and Second Language Reading Comprehension among Fourth Grade Filipino Student*. Journal of Philippine ESL, The Beginning of Knowledge, Vol. 2, Philippine Asian EFL Journal Press, 2009.
- Burnes, Don (et. al.). *Insights and Strategies for Teaching Reading*. Sidney: Harcourt Brace Ovanorich Group, 1985.
- Brown, H. Douglas. *Teaching By Principles An Interactive Approach to Language Pedagogy*. New Jersey: Prentice Hal, 1994.
- Brown, H. Douglas. *Language Assesment, Principles and Classroom Practices*. California: Addition Wesley Longman inc, 2003.
- Brown, James Dean. *Understanding Research in Second Language Learning*. Cambridge: Cambridge University Press, 1988.
- Gambrell, Linda and Barbara Marinak. 2009. *Reading Motivation: What the Research Says?*, From <http://www.readingrockets.org/article/29624>. Article retrieved in May 18, 2010.
- Gambrell B. Linda (et. al.). "Assessing Motivation to Read". *The Reading Teacher*. 49:7 (Apr. 1996), <http://www.jstor.org/stable/20201660>, [08/04/2012].
- Graves, Kathleen. *Designing Language Course: A Guide for Teachers*. Canada: Thimson Heinle, 2000.
- Guthrie, John T (et. al). *Reading Motivation and Reading Comprehension Growth in the Later Elementary Years*. USA: College Park, 2006.
- Hartono. *Statistik untuk Penelitian*. Yogyakarta: Pustaka Pelajar, 2004.
- Hasibuan, Kalayo and Fauzan Ansyari. *Teaching English as a Foreign Language (TEFL)*. Pekanbaru: Alaf Riau Graha UNRI Press, 2007.
- Henning, Grant. *Language Testing*. Los Angeles: Newbury House Publisher, 1987.

- Hornby, A. S. *Oxford Advanced Learner's Dictionary of Current English*. Oxford University Press, 2000.
- Johnson, Donna M. *Approaches to Research in Second Language Learning*. New York: Longman
- Klingner, Janette K (et. al.). *Teaching Reading Comprehension to Students with Learning Difficulties*. New York: The Guilford Press, 2007.
- Lili, Eljana. *Implication about L2 Reading and Motivation*. Journal of Reading and Motivation, New York University.
- Lodico, Marguerite G (et. al.). *Methods in Educational Research, From Theory to Practice*. USA: Jossey-Bass A Wiley Imprint, 2006.
- Lometa, Becca, "Reading Motivation", 2001, <http://everything2.com/title/Reading+Motivation>, [18/05/2010].
- Meng, Fanshao. *Developing Students' Reading Ability through Extensive Reading*. Journal of English Language Teaching, Vol. 2, No. 2, China: Xuchang University, 2009.
- Mikulecky, Beatrice S and Linda Jeffrie. *Basic Reading Power*. New York: Addison Wesley Longman, 1992.
- Muijs, Daniel. *Doing Quantitative Research in Education*. London: Sage Publications Ltd, 2004.
- Nation, I. S. P. *Teaching ESL/EFL Reading and Writing*. New York: Routledge Taylor and Francis Group, 2009.
- Nunan, David. *Language Teaching Methodology: A Textbook for Teachers*. New York: Prentice Hall International ltd, 1991.
- Nuryana, Rika. "The Correlation Between Students' Interest and Their Reading Comprehension Ability in Learning English at the Second Year of SMPN 3 Uku, Pelalawan Regency". Unpublished Undergraduate Thesis: UIN SUSKA, 2009.
- Nuttal, Christine. *Teaching Reading Skills in a Foreign Language*. London: Heinemann Education Books, 1982.
- Paris, Scott G and Steven A. Stahl. *Children's Reading Comprehension and Assesment*. New Jersey: Lawrence Erlbaum Associates Publisher, 2005.

Reading Motivation. <http://en.wikipedia.org/wiki/Reading-Motivation>. Article retrieved on May 18, 2010.

Romando, Richard. *Motivation Theory*. From <http://ezinearticles.com/?Motivation-Theory&id=410700>. Article by Richard Romando. Retrieved in May 18, 2010.

Singh, Yogesh Kumar. *Fundamental of Research Methodology and Statistics*. New Delhi: New Age International (P) Ltd, Publishers, 2006.

Suharsimi, Arikunto. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta, 2006.

Suraini. "The Correlation between Students' English Language Learning Strategies and Their Reading Comprehension at the Second Students of MTsN Bengkalis". Unpublished Undergraduate Thesis: UIN SUSKA, 2009.

Syafi'i S. *A Writing of English for Academic Purpose*. Pekanbaru: LBSI, 2007.

_____. *The Effective Paragraph Developments: The Process of Writing for Classroom Settings*. Pekanbaru: LBSI, 2007.

Thornbury, Scott. *An A – Z of ELT: A Dictionary of Terms and Concepts Used in English Language Teaching*. Great Britain: Macmillan Publisher, 2006.

Wenden, Anita (et. al.). *Learner Strategies in Language Learning*. Cambridge: Cambridge University Press, 1987.

Yule, George. *The Study of Language*. New York: Cambridge University Press, 1996.